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Increasing engagement through learner agency

McPherson, Neil; Heggie, Gordon

Published: 11/09/2015

Document Version

Publisher's PDF, also known as Version of record

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Citation for published version (APA):

McPherson, N., & Heggie, G. (2015). *Increasing engagement through learner agency: embedding reflective practice in student learning through the use of learning analytics*. Abstract from Higher Education Institutional Research Network (HEIR) Network Conference 2015, Paisley, United Kingdom.

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HEIR Network Conference
University of the West of Scotland
11 September 2015

From student engagement to agency:
embedding reflective practice in student learning
through the use of learning analytics

Dr Gordon Heggie - @gorheg
Dr Neil McPherson - @neilgmcpherson

School of Media, Culture & Society
University of the West of Scotland

From student engagement to agency

Enabling Education at UWS

Considering learning analytics

Reshaping the learning environment:
a learning in partnership model and methodology

Engagement via agency

What data?

Enabling Education at UWS



"We will ensure that all involved with UWS benefit from the encouragement of values, attitudes and behaviours that support the need for positive encounters in the learning environment.

"We will do this by demonstrably recognising improvements and successes among our staff and students, by prioritising engagement with information about our performance and ourselves ..."

"We shall celebrate staff and students as co-creators of learning, co-solvers of learning challenges and cobeneficiaries of the positive outcomes that ensue. Our learning environments – formal and informal – will reflect these values and support them"

Considering learning analytics

“the measurement, collection, analysis and reporting of data about learners and their contexts for the purposes of understanding and optimizing learning, and the environments in which it occurs”

[\(1st International Conference on Learning Analytics and Knowledge, 2011\)](#)

Employing learning analytics to

- Analyse engagement and performance
- Inform strategic priorities
- Facilitate short, medium and long-term interventions to provide support, advice and guidance
- Improve progression and retention

Predictive modelling and the 'intelligent curriculum'

(See [Long & Siemens, 2011](#). For overview of 'current state of play' in UK, see [Sclater, 2014](#))

Learning analytics, student engagement & agency?

The concept of ‘listening to the student voice’ – implicitly if not deliberately – supports the perspective of student as ‘consumer’, whereas ‘students as change agents’ explicitly supports a view of the student as ‘active collaborator’ and ‘co-producer’, with the potential for transformation.”

(Dunne and Zandstra, 2011: 4)

Reshaping the learning environment : a learning in partnership model and methodology

HEA Students as Partners in the Curriculum Change Programme ([here](#))

- Partners in learning, partners in research
- Collaboration & co-production
- Co-creating the learning experience
- Learning in discovery mode

Listening to the student voice or promoting student agency?

(see eg, Dunne & Zandstra, 2011)

Supporting student engagement or supporting engaging students?

(see eg, Bryson, 2014)

Student as consumer or student as producer?

(see eg, Neary and Winn, 2009)

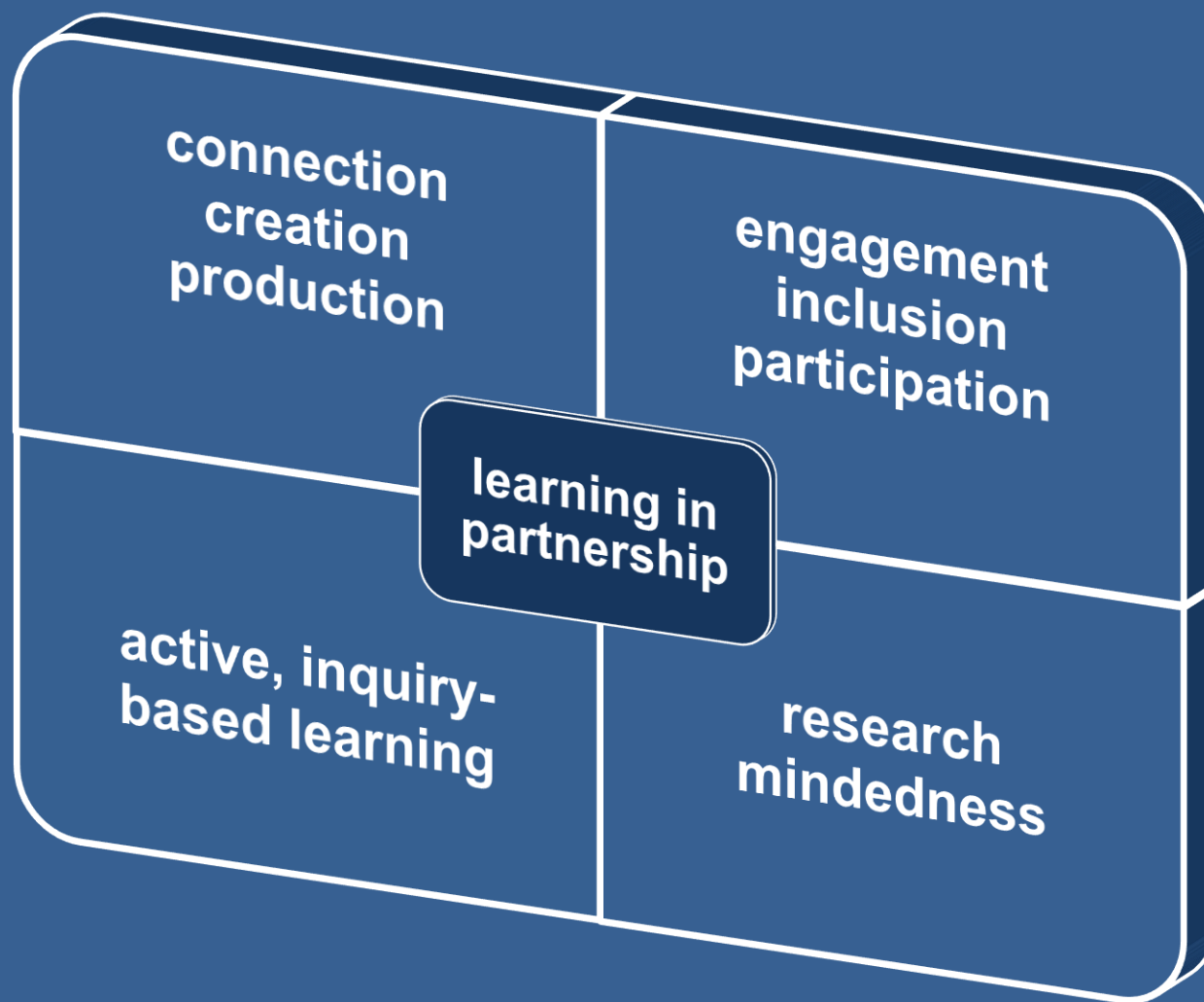
Transmission or discovery?

(see eg, Barr & Tagg, 1995)

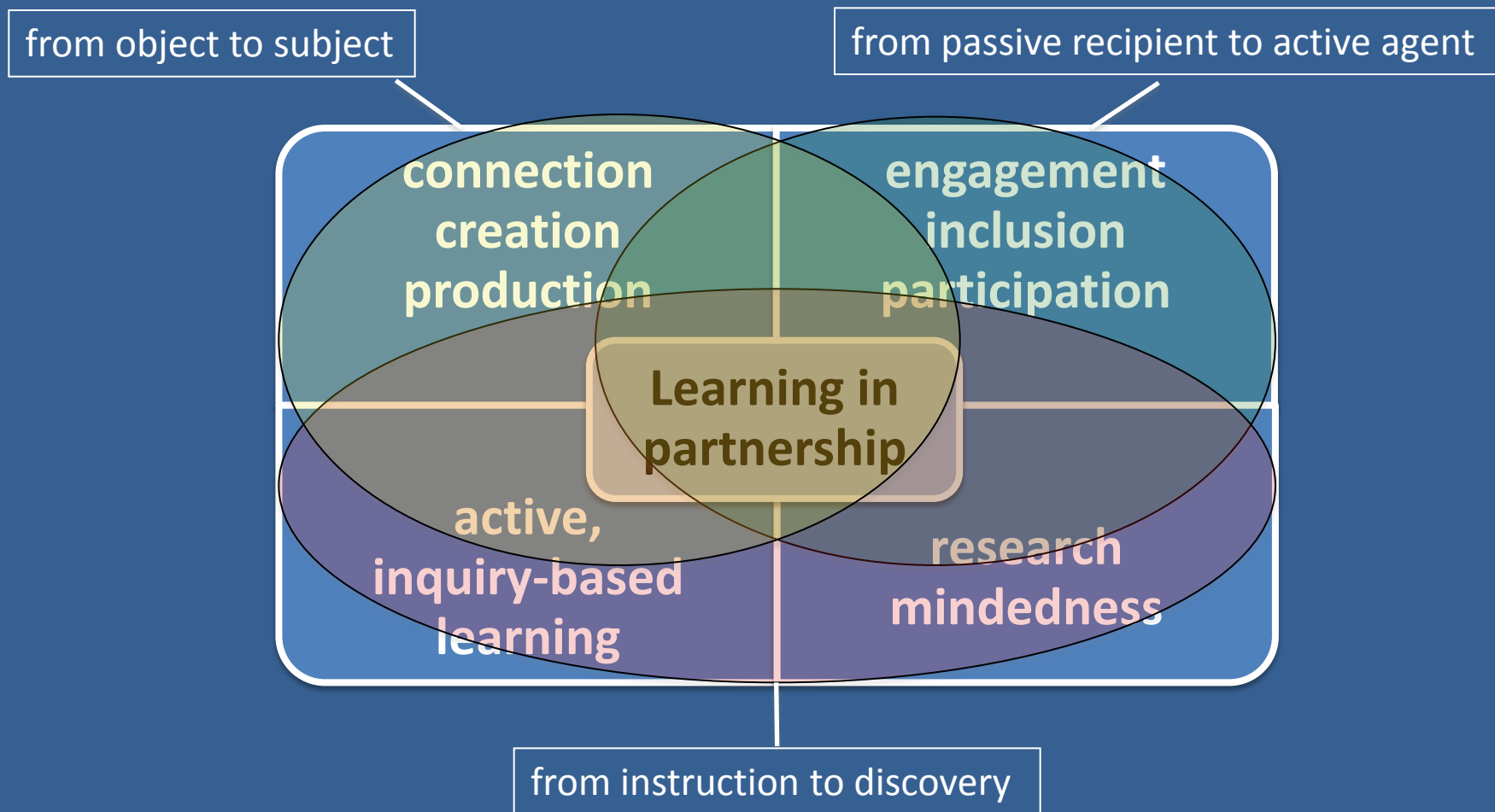
Jisc Case Study:

[Xertifying the learning experience](#)

Learning in partnership: relocating the learner



Learning in partnership: agents of change, changing as agents



Passive recipients to active agents of change

“[This approach] allowed the class to **take control** of the module and of **our own education**...being able to **control** how we tackled each assessment and how we presented each assessment was intellectually simulating”

“Unlike other modules this put the **onus on the student** to take a hands-on approach to their learning, **reducing the gap** that can exist between a student and lecturer”

“The way in which this course has been taught has made me **rely less on lectures** and more on **fellow students**. It has **removed the gap** between students and lecturers and put them on **equal footing**”

Passive recipients to active agents of change

"This module has been a prime example of **taking ownership** of your own learning and through engagement with lecturers and fellow students I have been able to **co-create** my own learning experience"

"I felt a great **sense of responsibility** as I was **in charge of my own learning**. Instead of being told what to do, I was discovering what to do by **my own initiative**"

"I have definitely experienced and learned skills of communication, collaboration, creativity and critical thinking in this module which has allowed me to become a **more successful** student overall. A laid-back approach, **destroying** the traditional teacher-student **barriers**, forces students into an **interdependent** method of learning, doing, recording and **reflecting**"

Creative disruption, a note of caution...

‘...developing a co-learning, co-inquiring, co-developing, co-designing and co-creating approach challenges traditional power relationships and involves a cultural change in how much of higher education is organised. Building genuinely inclusive student and staff academic communities of practice is challenging – that is, both difficult and destabilising, effortful and provocative’

(Healey, Flint & Harrington 2014: 21)

Learning analytics: engagement via agency

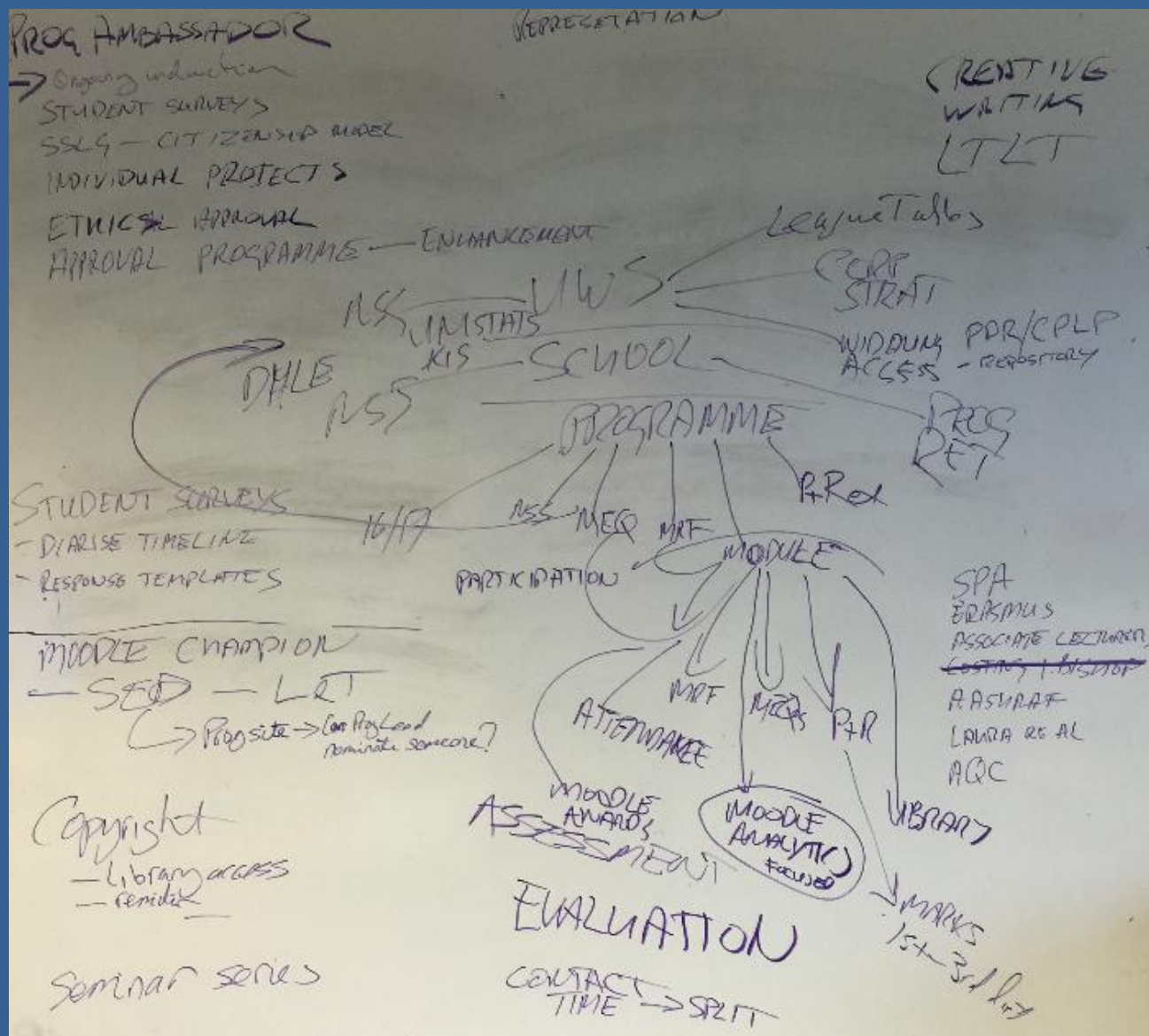
Using learning analytics to:

- **Encourage** and enable learners as active and reflective citizens
- **Engage** learners as 'agents' in the shaping and regulation of their learning experience
- **Enable** learners to make legitimate judgments and claims relating to their learning and become comfortable in negotiating and addressing challenges
- **Empower** learners to change the learning landscape around them, to engage in higher level dialogue with educators and managers, at all levels, around the development of learning and the curriculum.

Learning analytics: engagement via agency

What data could/would students use to support learner agency?

Mapping a learner centred matrix of learning analytics



From student engagement to agency:

embedding reflective practice in student learning through the use of learning analytics

Final thoughts and conclusions

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